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ABSTRACT

A case study of school development in Jackson County, Illinois, from 1870 to 1976 is presented in this monograph. Settlement in southern Illinois and establishment of Jackson County are discussed briefly. The study of the educational history of the county is divided into three chronological sections. The educational heritage section, 1818-1854, investigates the first schools. It discusses the school law of 1825, subscription schools, and financing of the schools. The section on the middle period in school development, 1855-1900, presents information about town schools, school life, educating the Negro in Jackson County, the teachers, school buildings, and special schools. The section covering the modern period, 1901-present, discusses the history of country schools, teaching, parochial schools, high schools, and consolidation of the schools. Historical data are sketchy because many records from Jackson County have been destroyed; thus, the case study is based on original research. The author believes that the case study of Jackson County can provide generalizations that are applicable to other locales. (ND)

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The Origin and Growth of Schools in Jackson County, Illinois:

A HISTORICAL CASE STUDY

by

William Edward Eaton

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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of Southern Illinois University

1976

For my students,
past, present, and future

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Foreward

The research that went into this monograph began in 1971 in an attempt to answer a series of questions that concerned the author. Among such questions were: (1) What was the relationship between national affairs and the development of schools at the state level? (2) What was the relationship between state developments in education and local efforts? (3) How much of the local history could be recovered? and, (4) Could the experience of one locale be generalized to another? The title of this monograph should indicate to the reader that the author believes question four to be yes.

A case study must possess certain qualities if the claim can be made that it can provide generalizations applicable to yet other cases. Certainly the case must have general similarities contained in all other cases and must offer a pattern that can be easily discerned and applied in an effort to understand similar examples. Jackson County, Illinois is a good case for the following reasons: (1) it possessed no unusual social, economic, or political forms; (2) in size, it fell in the middle range in both terms of population and geographic area; (3) its ethnic composition was typical of the west and though it had certain ethnic minorities, these groups represented the typical pattern and offered no particularly unique feature likely to render the county an atypical case, (4) the size of the county and the boundaries of its townships have remained unchanged since its organization in 1816.

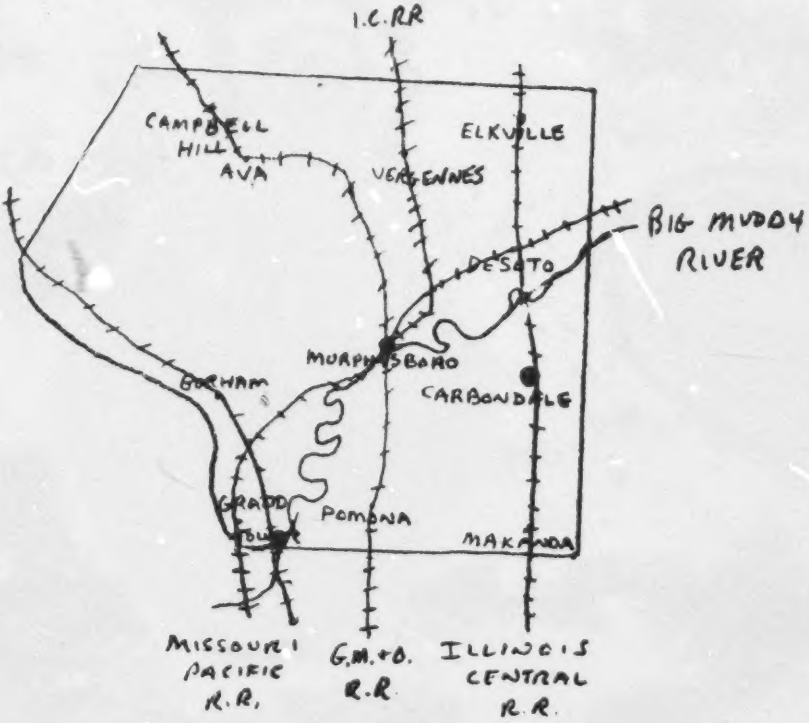
This research, which continues, is predicated upon the observation that history is learned from the top down, but is best written from the bottom up.

There are many who deserve recognition for their assistance in producing this brief volume. The Graduate School of Southern Illinois University started the project rolling with a small grant given in the Summer of 1975. Great cooperation has been rendered the author by the Jackson County Historical

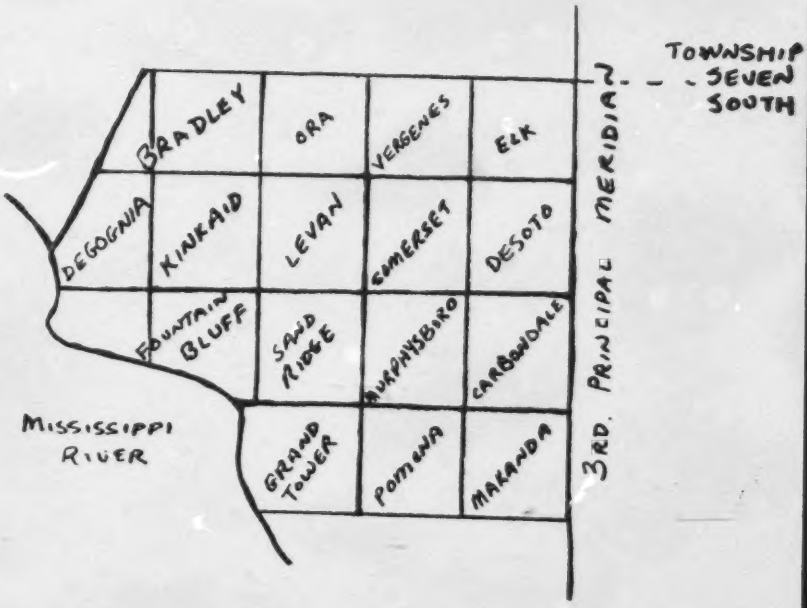
Society and its individual members. The following students aided me at various stages: Gregory Pozovich, Roger Walker, Clyde Summers, Dennis Patton, Loretta Peterson, Elaine Osterbur, Shirley Greenspan, Allen Burbank, and Karen McKenzie. The Department of Educational Leadership also deserves credit for providing me with encouragement and with the means, thanks to Chairman Harry Miller, of putting together this small volume. Departmental secretaries Karen Hunt and Jill Vaughn were quite willing to accept extra work so that Ann Croessman would have the time to type the manuscript.

Carbondale, 1976

MAP OF JACKSON COUNTY
SHOWING ITS LARGER TOWNS
AND PRINCIPAL FEATURES



Map Of Jackson County
And Its Townships



I. The Promise of the Illinois Country

Even before the American Revolutionary War, adventurers and land speculators had pushed their way across the Appalachian chain, westward into the Illinois country. They had returned to the homes in the east with stories of nearly endless prairies of rich soil. It was, after all, the land that was the promise of the Illinois country.

There were two major obstacles to the settlement of this territory. The first was the array of natural barriers that stood in the way of expansion. The second problem centered on the human barriers, the British were not anxious to see the colonists move into these areas, and neither were the Indians. But even with such barriers, the attraction of land had lured 113 American families into Illinois between 1780 and 1788.[1]

Solving the natural barriers to development was slow. Although one could reach the territory by navigating the Ohio River, this cost more money than most of the settlers possessed, so most of them moved gradually westward on foot with their few goods in oxcarts, often stopping along the way to plant a crop and live a while before moving onward. Early census data from the Illinois country reveal two common patterns that illustrate this ripple effect. Parents born in Virginia or the Carolinas often had older children born in Kentucky or Tennessee with younger children born in Illinois. Parents born in Pennsylvania often had older children born in Ohio or Indiana with their younger children born in Illinois.

The human barriers to settlement were met in a series of treaties. The treaty that had ended the Revolutionary War had ceded to the colonies all of the lands claimed by England east of the Mississippi River. Officially, this opened up the lands west of the Appalachians to American settlement. Unofficially, the British resented this development and stirred up the Indians against settlers. The Indians themselves had been greatly pacified by a series of treaties that had begun with the Treaty of Greenville in 1795 and had been extended with the Treaties of Vincennes and Fort Wayne in 1803.[2] Such events opened up the land to settlement and the population of settlers in Illinois has been estimated as 2500 in 1800 and 12,282 by 1810.[3]

In accordance with the provisions of both the Land Ordinance of 1785 and the Northwest Ordinance of 1787, the land in Illinois was systematically surveyed and platted, with the major north-south line being the third principal meridian corresponding to the mouth of the Ohio River and the east-west base line running to the land grant of George Rogers Clark in Ohio.[4] A federal land office was opened in 1804 at the town of Kaskaskia, located on the Mississippi River some fifty miles south of what is now East St. Louis.[5] It began registering and selling land claims even before the survey process had been completed.[6] Other land offices were shortly thereafter established at Shawneetown, on the Ohio River, in 1812 and at Edwardsville, north of Kaskaskia by about 70 miles, in 1816.[7] Land sales were brisk and the settlers were aided by a Congressional Pre-Emption Act that established a minimum price of $1.25 an acre (quarter section only), and liberal credit provisions.[8]

The southern part of Illinois was the first part to be settled owing to its advantage of lying between the Ohio and Mississippi Rivers and to the fact that the Indians here were few in number and seldom troublesome. The northern frontier of this development was the National Road which ran across the territory from Fort Vincennes in Indiana to the French settlements at Cahokia, Illinois and St. Louis, Missouri. This line now corresponds to U.S. Highway 50. In the southern region were pockets of population scattered in small settlements, many of which were on the rivers of the region. Major travel routes through this area were the National Road, the road from Shawneetown on the Ohio River to Kaskaskia on the Mississippi River, and the road from Fort Massac to the Shawneetown-Kaskaskia Road.

By 1818 the people of this region claimed to have met all the provisions of the Northwest Ordinance, and Illinois was admitted as the eighteenth state to the union.

The area of Southern Illinois that was to form Jackson County was located on the Mississippi River 37 degrees, 45 minutes north latitude, 89 degrees, 30 minutes west longitude, and was approximately twenty-four miles north to south and thirty miles east to west. A few families trickled into this area shortly after 1800 and laid out their farms. By 1816 the population was sufficient to form a county and name it in honor of General Andrew Jackson, the hero of New Orleans.

II. Early Settlements and Ways of Living

The early settlers of Illinois were hearty pioneer stock. They were simple people who believed in fundamental christianity, hard work, and the value of land. Their small farms were spread out and only a few villages dotted the map. These villages became the centers of commerce and government. Here the farmer came to visit the general store to trade for those items that he could not produce at home. Here he might visit some neighbors at a tavern--depending upon how strict he practiced his religion--or he might visit a session of the circuit court if it were in session or he might stop at the blacksmith's shop. In these early days, county governments consisted of a board of commissioners, a sheriff, and a clerk for the court.

The county seats were far from being imposing places, differing from other villages only by reason of having a jail and perhaps a small courthouse.

The general store might be the most interesting place in town with its patent medicines, its hardware, its factory-made cloth, and its post office. Money was scarce, so most of the buying was managed through trading. Smith reported the following prices at Albion, Illinois in 1819.

turkey	25¢
chickens	12½¢
beef/lb.	5¢
bacon/lb.	15¢
coffee/lb.	62¢
fine tea/lb.	$2.00
fish/lb.	3¢
whole deer	$1.50
flour/barrel	$9.00
whiskey/gal.	$1.00
honey/gal.	$1.00[1]

To get these items, farmers would trade vegetables and animal hides. Hides were considered especially valuable and most farmers ran trap lines in the winters to get pelts and did a lot of hunting. A storekeeper in Brownsville, Illinois reported the folowwing trade value of pelts from the 1830s:[2]

dried deer skins, shaved	20¢/lb.
dried deer skins, red tint	15¢/lb.

dried deer skins, blue tint	12½¢/lb.
dried deer skins, grey tint	10¢/lb.
dried deer hams	37½-50¢/pair
coon skins	15-50¢
muskrats	10¢
beef hides	10¢/lb.
feathers	25¢/lb.
turkeys	25¢ each
honey	10¢/lb.

This same storekeeper reported that some of his customers would shoot 100 to 500 deer a year.[3]

Legal matters were decided by a judge and attorneys, all of whom rode a circuit from county seat to county seat. Religion was often brought in on a circuit as well with preachers who came through periodically. Church buildings were among the first of the community structures built and towns who could support a full-time preacher were thought to be quite prosperous.

The amount of formal schooling among these early settlers was limited. Nearly all had learned to write their names, most had had the rudiments of reading and writing drilled into them, a few had gone through the eighth grade of district schools back east. The graduate of either an academy or a college was rare. The man or woman who had been beyond the eighth grade was regarded as well educated. Joel Manning, an early settler of Jackson County, had not only gone to the common school he was a graduate of the Union College of Law in New York City. This accomplishment was not missed by his fellow townsmen who elected him Clerk of the Circuit Court, Clerk of the County Commissioners' Court, Judge of Probate, County Recorder, and Justice of the Peace.[4]

Jackson County had been organized in 1816, largely under the leadership of Conrad Will. Its first county seat, Brownsville, is now extinct. Its location was about five miles west of Murphysboro, in section 2 of Sand Ridge Township. In describing Brownsville, Will W. Husband has written:

> Brownsville was a raw, crude town and the majority of houses were built of log. Even Doctor Will, who was probably the most prosperous citizen, lived in a log house. But, notwithstanding its crudity, it

4

became one of the largest towns in the state, being exceeded in size only by Kaskaskia and Shawneetown. Of course, it must be remembered that neither of these towns were large. Grandfather estimated that Brownsville had a population of four or five hundred when at its best, about the year 1834.[5]

III. The Educational Heritage, 1818-1854

When Illinois became a state in 1818, it was organized into fifteen counties. Twelve of these counties: St. Clair, Washington, Edwards, White, Randolph, Monroe, Jackson, Pope, Franklin, Gallatin, Johnson, and Union were in the south. All of the remainder of the state was served by three counties: Madison, Bond, and Crawford.

Population was still limited. Jackson County had reported a population of 1,619 in the special statehood census of 1818. These 240 families were spread out making the population density only a little greater than two to the square mile.[1] Jackson would have been typical of her sister counties in such a statistic.

In 1818 schools were a rarity in Illinois. The French settlements on the Mississippi River were said to have had schools from time to time dating back to the middle of the Eighteenth Century when there had been some Jesuit Missionary activity.[2]

The first school activity among American settlers is dated from 1784 at Monroe County with a John Seeley serving as teacher.[3] John Doyle, a soldier with George Rogers Clark, is said to have kept a school in Randolph County in 1790.[4] Other early efforts worthy of note were: John Bradsbury in Madison County near Collinsville in 1804; John Atwater at Edwardsville in 1807; John Messinger in St. Clair County; and schools at Turkey Hill and Shiloh, in St. Clair County begun by John Bradley in 1808.[5] Professor Buck reports a school kept at Prairie du Rocher in 1816, a school at Kaskaskia at about the same time, and some educational activity among the English settlers at Albion.[6] All these schools and scores of others, of which there is no record, were subscription schools. The teachers charged a small fee for each pupil per month or quarter. In addition it was generally planned that the teacher would board in the homes

of his patrons. There was little attempt beyond reading, writing, spelling, and simple calculation in arithmetic.[7]

The Illinois Constitution of 1813 did not establish a system of public schools. But public schools were referred to in the Northwest Ordinance of 1787 where Illinois and her sister states that made up the Northwest Territory were instructed to set aside the sixteenth section of every Congressional township to be sold for the benefit of public schools. By 1820, however, most communities were too sparsely populated to meet the guidelines that controlled the sale of these lands. Counties had to content themselves with trying to provide some schooling for their children without recourse to any public monies. Much of this schooling was done at home where parents used the winter evenings to teach their children. Daniel Harmon Brush, who migrated to Brownsville in Jackson County in 1829 at the age of sixteen, wrote about such instruction in his memoirs. He had received this instruction while his family was settled near Jacksonville, Illinois. "Home was a happy place and time passed without a drawback the first seven years of the writer's life. He learned to spell out of the good old Webster spelling book and was considered by his good mother as quite proficient in his childish studies."[8]

Later, Brush attended a subscription school where he continued in Webster, studied Murray's Grammar, and learned to cipher in Pike's Arithmetic.[9] But it wasn't solely a case of all work and no play, as Brush also recalled playing bull pen, town ball, prisoner's base, and participating in a lot of running, jumping, and wrestling.[10] Shortly after arriving in Brownsville, Brush built on what would have been considered a pretty good education, by taking the $100 that he had received as his share in the sale of the family farm and going off to an academy. The academy he attended was located four miles west of Lebanon, Illinois and was called the Rock Springs Seminary. It was taught by the Reverand John Mason Peck. Ten weeks after being admitted, Brush was graduated and given a certificate which read as follows:

ROCK SPRINGS SEMINARY, May 12, 1831

This certifies that the bearer Daniel Harmon Brush has been a student of the Seminary for ten weeks and by his exemplary conduct and attention to study

deserves the confidence and respect of all his friends.

J.M. Peck,
Principal[11]

Upon graduation Brush returned to Brownsville to clerk in the store of Joel Manning. Here he took his place among the "well-educated" of the county.

A. The School Law of 1825

One of the original inhabitants of Jackson County was Joseph Duncan whose farm was on Big Hill west of Sand Ridge. County voters elected Duncan to the State Senate in 1823 and he eventually became the fifth governor of the state. While a legislator he introduced a Free School Law in 1824 which passed both houses and was signed by the governor.[12] In form, it was much like the law in Massachusetts. It empowered local inhabitants to incorporate a school district, elect trustees, operate schools, tax the people, and petition the state for the sale of school lands.

The law was remarkable for its time, remarkable in the liberality of its provisions but even more remarkable when one considers that only two or three members of the Assembly that passed it came from states that had free school laws.[13] Unfortunately, the law did not sit well with large portions of the population. Ironically, the greatest opposition to it came from the very poor elements of society it was intended to aid. In 1827 the measure was amended so as to make compliance with the taxing provisions voluntary. This effectively killed the intent. Although common school advocates were able to get other laws allowing district organization passed, none would carry the necessary mandatory provisions until the Common School Law of 1855.

The few remaining records of Jackson County that survived the Brownsville fire indicate a petition for organizing a district in compliance with the law dated June 6, 1825:

> [?] and others to the number of seventeen legal voters residing in and about Brownsville presented their petition to the Court praying that a school

district be laid off [as?] to [? ? ?] out providing for the Establishment of free schools to be called the Brownsville School district to be bounded as follows to wit: beginning at the mouth of Kinkade Creek [sic] thence up said Crick [sic] and Little Kinkade Creek to the South West Corner of Section 10 Town 8s. Range three West thence East on the lines dividing Sections three and 15, 11 and 14 and 12 and 13 to the line between Range two and three West thence South on said township line to the S.E. Corner of said township thence South to Muddy River thence up said River to the line dividing Sec (8 and 9 Town 9s Range 2w, thence South between Sections tion 17 and 16 20 and 21 and 29 and 28 to the S.E. Corner of said Section 29 in said township thence due West to the Muddy river thence up said River to the place of beginning, and it appearing to the satisfaction of said court that the said petitioners were a majority of legal voters contained within the said boundaries contain fifteen families and [sic] and up were as therefore ordered by the Court that the said petition be granted and the said District is established accordingly.[14]

B. Subscription Schools

The failure of the 1825 school law meant that less satisfactory arrangements for teaching children had to continue. The subscription school continued to be the most common form of schooling.

The central problem with the subscription school was the lack of continuity. The farmer who decided to teach this winter might have decided against teaching the following, leaving the children with no instruction. Housing the school was another problem. They met anywhere they could and this too often meant in an abandoned pole cabin. The best of the subscription schools would have been found where the enterprise was more than simply an effort on the part of someone to pick up some spare cash, the best were found where there had been a community effort to organize a school for their children. When such an interest existed, instruction was of a better quality and school buildings might even have been constructed. In describing such school houses Smith offers the following:

Their school houses and their construction have frequently been described by the early pioneers. They were invariably of logs, usually about 16 or 18 feet by twenty-four feet. The logs were seldom hewn. The men of the neighborhood would go into the timber and cut the logs, haul them to the school house site, and on a designated day would meet and carry up the walls. It was covered with clapboards which were rived out of the oak trees by some patron of the school who had learned the art of making boards. The boards were seldom nailed on, but were held in position by straight poles resting on the lower ends of each layer. These weights were secured by pins at each end of the pole set into the ribs of the roof, or by flat rocks resting on the roof just below the weight poles. The doors were frequently of sawn boards but now and then were constructed of clapboards. The hinges were wood and were home made. Windows were openings in the side of the room made by removing a log or two. Glass was not altogether unknown in these windows, but often the opening was fitted with oiled paper or left entirely open. The furniture was of the crudest sort. Seats were of split logs with pins in the rounding side for legs. The split surface was made smooth with broad ax and plane. Desks were arranged around the side of the room of sawn boards or hewn slabs and were used for writing purposes only. The pupil usually stood while writing. Paper was scarce and costly and pupils often learned to write by using slates. The pens were made of goose quills, and the ink was home made. The fire place occupied one end of the building and was often lined with flat rock set up edgewise and held in place by mortar made of clay or lime and sand. Often the wooden fire place was protected against fire by a liberal coating of clay plastered upon the inner side of the fire place. The fuel was wood from the timber nearby. It was furnished by the patrons of the school and was brought in the form of log poles and logs. The task of preparing it fell to the teacher and the larger boys. And this was the form of fuel long after stoves became common to the school houses. The wood lay exposed to the rains and snows of the winter and often great difficulty was ex-

perienced in keeping the fires going with such fuel. Black boards were very few and very crude. One or two wide planks planed and painted served the purpose. The carpenter's chalk served as crayon. It may be presumed, however, that the board was not considered a necessary adjunct of the school-room. Books were indeed scarce. Those in use were Webster's Speller and McGuffey's readers. The advanced pupils used other books. In not a few schools the Bible was the test in reading. It was no uncommon thing to find about the home a board in the general form of a paddle with narrow handle and broad shovel-like end. The board was smoothed on both sides and upon these smooth sides was written the multiplication table. A leather thong passing through a hole in the handle secured the device to the wrist or to the plow handle, and thus was always handy for the use of the learner. The writer has seen these paddles with the tables recorded with keep or lampblack.

It was no uncommon thing in an early day to find a school conducted in a barn, residence, courthouse, or abandoned cabin.[15]

The first school kept in Jackson County is said to have been held in the home of Captain William Boone near Sand Ridge in 1814 or 15.[16] With the creation of Brownsville in 1816, the county seat became the center of the limited educational activity. Benningsen Boone, son of William and first white child born in Jackson County, recalled at least three gentlemen: Misters Neff, Chamberlain, and Howe who worked as school teachers before 1819.[17] As individual homes became too small for instructing the children the school was allowed to meet in the frame county court house. Here is the way a contemporary described the court house:

The court house was a frame two-story building, erected in the center of the square, comprising about two acres. The court room embraced the whole first story. The second story was partitioned off by poplar boards into an office room in the northeast corner and two jury rooms on the south side, the stair landing being in the northwest corner which was used only as a hall or open space, from

which entrance into the office and jury rooms was had. . . .

There was no school house in Brownsville at the time, and about the last of this year, 1842, a man named Grover, who was a resident of the northern part of the state, stopped in Brownsville and offered to teach a school. His services being desired by persons who had children, application was made to the County Commissioners for the use of one of the jury rooms in the court house as a school room. Leave was granted and the school was commenced in the southeast jury room, which was warmed by a wood stove. The 10th day of January, 1843 was a real winter day, snowy and cold. I had no occasion to be at the courthouse that day. About midnight I was aroused from sleep by a knocking at my door, with an exclamation that "the court house is on fire."[18]

The county commissioners, considering the matter of rebuilding the courthouse, decided the location could be improved and a new county seat was laid out at Murphysboro.

Although Brownsville was the center of educational activity it certainly had no monopoly on subscription schooling. Records on other schools in the county are non-existent, but when the first systematic history of the county was written in 1878, there were the memories of the older citizens to call upon. Here are a few of their recollections about subscription schools.

Date	Place	Teacher
1826	Kinkaid Township-an outbuilding of a farm in Section 33	John Crane
1829	Ora Township	Peter Carroll
1832	Carbondale Township-Southwest part	Amer Hanson
1833	Carbondale Township-in a tobacco barn on Drury Creek	John Murden

1835	Vergennes Township-Tuthill's Prairie	D.B. Tuthill
1838	Levan Township-near house of Hugh McMullen	Mr. Graham
1839	Degognia Township-"Hopewell School near farm of Mr. J.C. Isom	Mr. Gatewood
1852	Grand Tower	Edmund Newsome

Opportunities for more advanced learning in this early period were limited. There were no academies in the county but there was one just across the county line in Randolph County at Shiloh Hill called Shiloh College. The "college" was originally created in 1836 and after a pledge of $123 it opened as a subscription school.[20] The hopes of making it into a real college or even a full-fledged academy never materialized, but some instruction was given in the higher branches. The school could later claim General John A. Logan of Jackson County as its most illustrious alum.

C. Financing the Schools

The history of education in the Nineteenth Century revolved around the belief that the schools could live off the interest of permanent funds. The perpetrator of this myth remains unknown to this author but the error of his thinking is easy to demonstrate. In Jackson County the basis of this fund was to come from the sale of the sixteenth section lands and from their lease. But the money received was never even close to being enough.

In the first place, leasing was out of the question. With the availability of good cheap land, liberal credit provisions, and pre-emption protections no one in their right mind would lease land. In the second place, the lands sold before they should have. When Ohio began to sell its sixteenth section lands in 1826, without Congressional approval, the other states in the old Northwest Territory took notice. In 1829, the Illinois General Assembly directed the Governor to look into the matter of land sales. In 1842, Congress approved both past and future sales.[21]

In 1836 the Jackson Count. Commissioners appointed D.B. Tuthill as School Land Commissioner. Actual sales began after petitioners demanded the sale in 1841. The land was supposed to sell for a minimum of $1.25 an acre, but it didn't The sixteenth section sale in Elk Township provides a good illustration. Only forty acres of the entire 640 sold for $1.25 an acre, this being the Northwest quarter of the Northwest quarter sold to Elias Davis in 1844. Phillip Glotfeltz paid only $.50 an acre for the Southeast quarter of the Northwest quarter, while William Schwartz paid $.37½ an acre, George Swartz $.25 an acre and Wilson Wells $.12½ an acre.

The pattern was similar in most townships with the recorded high being only $4.55 paid by Anthony Herring in Degognia Township in 1847 and a low of $.06¼ being paid by Daniel Harmon Brush on several parcels in Pomona Township. It's not difficult to see why the permanent fund failed to get large.

In addition to the permanent fund, there was also a seminary fund. This was reserved for higher education and does not directly concern Jackson County. The School Fund Proper was established from a percentage of revenue collected from general land sales. In 1820 Congress had directed that 3% of the sale of land should be kept by the states for education, five-sixths of this amount for the common schools and one-sixth for a college fund. By 1908 the principal was at $613,362.96 but the state was spending the interest and often borrowing some of the principal.[22] The common schools saw very little of this money but the normal schools did get the interest.

The permanent fund notion simply didn't work. Fortunately the costs of operating schools were small and a very small property tax generally provided the district with enough revenue.

IV. The Middle Period in School Development, 1855-1900

The passage of the Common School Law of 1855 marks the beginning of the middle period of development. Curiously, this period is more difficult to research than one might imagine. This is due to the decentralized form of government that established school governance at a local level with a

minimum amount of either county or state supervision, the absence of most local records, and the paucity of information offered by school trustees even where records do exist.

The story that can be pieced together, however, is one of growth. Census data show that there were but twenty-one districts organized in Jackson County in 1850. By 1860 the number had grown to fifty-three and by 1880 it stood at 102, a number that was to only increase slightly thereafter until the consolidation efforts of the 1940's.

The twenty-one districts that existed in 1850 contained thirty-four schoolhouses, but only twenty-five were in use. This means, of course, that with the exception of a few towns and their surrounding areas, most districts were one school districts. Of the thirty-four school buildings that did stand, thirty-one were made of logs, only three being frame. This would change after about 1875 when log schools were generally condemned as unfit for effective instruction. By 1900 only three log buildings remained while there were 116 frame and eight buildings termed brick. The latter designation is suspect however, as stone and stucco facades were sometimes lumped into this category.

By 1860 the census data paints an interesting picture of the schools of Jackson County. The fifty-three districts boasted of fifty-four school houses, fifty-nine teachers (forty-nine of them men), and a total of 2,774 students which would mean an average of about fifty-one per building. It should be quickly pointed out, though, that a compulsory attendance law was not yet in operation and that data indicates a daily turn out of only about one-half of those eligible. School was typically in session for six months in 1860 "taking up" after the fall harvest and "letting out" before spring planting. Teachers were poorly paid with the county average being only $31.00 per month for men and $23.00 for women. All fifty-four schools of the county spent but $10,196.00 for their operation in 1860.

The passage of the school law merely enabled the people to form taxing districts. The law did nothing to guarantee the enthusiastic participation of the people or their elected directors. The first twenty years of the law were years of trial as the schoolmen in the state complained of the bitter frugality of the school directors, the sad condition of the

school properties, and the resistance to employ new educational ideas. The various county superintendents of Jackson County regularly related to the State Superintendent their constant hope and frequent frustration. In speaking of the school houses in 1864 County Superintendent U.E. Robinson reported that: "Our school houses are, for the most part, poorly furnished, many being without blackboards, outline maps, charts, comfortable seats, convenience for hats, bonnets and shawls, and poorly ventilated. But a very few are supplied with libraries, and but two or three are supplied with apparatus."[1]

The local school districts were run by three-men boards of trustees. These trustees were elected annually for staggered terms and were only required by state law to meet twice a year. This alone would account for the meagre documents they left behind but becomes even more problematical when compounded by their verbal economy. Entries in the existing record books from 1855 to 1900 seldom indicate much more than the time and date of the meeting, the names of the trustees present, and the time of adjournment. Two to six hours a year seemed to be enough to do the business of the district.

The three largest items of business left to the trustees were the hiring of the teacher, the maintenance of the school, and making an annual report to the County Superintendent of Schools who in turn channeled such statistics to the State Superintendent of Public Instruction. These reports to the state run only two to three pages in length before 1900 and are not a valuable source of information about local school efforts.

The trustees often hired the person in the district most willing if not most able to teach. The instructions to the teachers were generally simple--teach reading, writing, spelling, arithmetic and maintain order--inability in the first four tasks sometimes being overlooked if the fifth item was carried out. Here are a set of rules typical of the day, although these particular ones were put forth in the 1860's by trustees in Hardin County, Illinois:

Rule first

School shall open at 8 O'clock a.m. and close at 4 O'clock p.m.

Rule second

When the signal is given for school to commence each pupil shall immediately enter the schoolroom and begin his or her respective studies.

Rule third

No whispering or other communication shall be allowed of any scholar except by permission of the Teacher.

Rule fourth

No wrestling, taging or climbing shall be allowed of any scholar.

Rule fifth

No quarrelling, blackguarding or fighting shall be tolerated of any scholar.

Rule sixth

At the close of school each pupil shall quietly retire making his or her obeisance.

In 1884 the County Superintendent, John M. Reeder, reported to the state: "There are one hundred and two regularly organized schools in this county and three or four 'chance' schools. The latter hold school once in a while, and, owing to their locality and want of interest on the part of the people, they are likely to remain such as they now are for some time."[2]

Schooling beyond the eighth grade continued to be rare between 1855 and 1900 although there were at least opportunities available that were not present before 1855. Separate public high schools did not exist in Southern Illinois prior to the Twentieth Century. The opening of the Presbyterian affiliated Southern Illinois College in the late 1850s at Carbondale which was followed by the chartering of Southern Illinois Normal College in 1869 did provide some opportunities for education beyond the eighth grade within the county.

A. Town Schools

By 1860 Jackson County could boast of at least three towns of substance and several important villages. Murphysboro, being the county seat since the Brownsville fire of 1843, and a center of coal mining was certainly the most important. Grand Tower, however, was growing and with the river traffic and the promise of developing its iron industry was hoping to become the largest town in the county. The City of Carbondale was the newest of the three having been established through the efforts of Daniel Harmon Brush on the newly completed Illinois Central Railroad that ran from Chicago to Cairo. As other railroads and spur lines established themselves in the county their newly created depots gave rise to towns like Ava, Corham, Campbell Hill, DeSoto, Elkville, Makanda, and Sand Ridge. All of these towns would get into the process of building public schools.

Early educational activity in Murphysboro began shortly after its construction with subscription schools being taught at various locations throughout the town. Existing records tell of the efforts of Dr. Logan and others at encouraging such schools and the names of Dr. Lynch, who Logan is reported to have encouraged to come from St. Genevieve, Missouri to tutor his children, and Cyrus Thomas, who later became an entomologist and archaeologist with the Smithsonian Institute, are found as early teachers. Such records also show a school being taught by Hugh Crawford in 1855 in a building on the north side of the square, and of a frame school being built on Tenth Street that was used until 1867.

In 1868 a brick school was constructed at the foot of McGuire's Hill on Ninth Street, and named the Ozburn School. Instruction began that same year with R.J. Young, being assisted by Charlotte Hanson and Clara Dodge, facing the 150 students. Later, George W. Hill, Joel Bowlby, John Q.A. Kimmel, John W. Steele, A.B. Garrett, John M. Bryan, and Reynold Gardner would serve as principals until the school was closed in 1907. In the late 1800s a second school was built and named Logan School. It was in use until being destroyed in the tornado of 1925.

Public school activity in Grand Tower began after the Civil War. In 1869 the school directors paid $500.00 to J.W. Jenkins for lots to build a school on.[3] The building

was later built and served for the remainder of the century.

When Carbondale was first plotted, two lots were reserved for schools. The first school was built near the Brush House and was called the West Side or West Ward School. It was in operation by 1856.[4] As the population increased, there was school held on the east side of the tracks as well, but not in a regular school house.

In 1859 Southern Illinois College was built in Carbondale on what is now the site of Lincoln Junior High School. The college was the project of the Reverand Clark Braden. A brick structure was built and the college opened. Unfortunately, the school failed to receive the financial support from the Presbyterian Church that it needed to survive. Later Braden was to actively campaign for the normal school being located in Carbondale and the property of the college became part of the inducement. The college was eventually turned over to James M. Campbell, the builder of the normal school, who in turn sold it to the city for the use of the public schools. Campbell was a strong supporter of the schools and even before the sale of Southern Illinois College he had allowed classes to be taught in other properties of his.

Before the purchase of the college the district was always short of space. Newsome, in his history of Carbondale, reports that high school was being taught in a "grain house" by Issac Clements in 1860.[5] In 1867 the East Side School was taught by Celestia Burdick and Louisa Jenkins and the West Side School by Miss S.C. Richart and Miss Laura Seely.[6] By 1884 Barden's Free Press was reporting a well-organized system with C.C. Stotlar as principal, Fanny Grove at the East Side Primary School, Cora Williams at the West Side Primary School, Gertie Warder teaching first intermediate, Lizzie Rumbold teaching second intermediate, Mary McAnally and Belle Crowther teaching the grammar levels, and Alexander Lane and Adaline Toney teaching the Negro children.[7] Carbondale children wanting high school usually attended the preparation department of the normal school and later the laboratory high school. Carbondale did not organize a separate public high school until 1924.

In 1878, the populations of the towns in the county were:

Carbondale	2500
Murphysboro	2300
Grand Tower	1000
DeSoto	600
Makanda	300
Ava	300
Elkville	150

What little is known about the school in Makanda is contained in the following story taken from "The Makanda News" (a short-lived effort of journalism), from 1896.

> The Makanda public school building is located in the western part of town. While the location is quite picturesque, it is thought by some to be better adapted to the rambles and sports of the mountain goat than for a playground for our public school children. The teachers and board have succeeded in their earnest efforts to properly grade the school, and have untiringly labored to arrange a course that will prove an incentive to higher and better work on the part of the pupil. The school consists of four departments vis: F.A. Parkinson, principal; Miss Myrtle Hastings, Intermediate; Miss Kate McMurphy, second primary; Mrs. Parkinson, first primary. The enrollment for this year is something over 200, with an average attendance of 153 last month. The present course consists of eight grades, the object of which is to give a thorough knowledge of the common branches, civil government and elementary bookkeeping. The present eighth grade is composed of sixteen members, all but two of whom are doing the full year's work. The board contemplates establishing a high school course, beginning the next term, if room can be provided.
>
> That Makanda is proud of her school and its efficient corps of teachers needs no saying. The way it patronizes people outside of the district leaves no room for more to be said. We hope that before next fall the proper authorities will get together and have built a _____ [high school room to?] accommodate all who may wish to take the course of study taught here.[9]

B. School Life

One thing that the existing records do not indicate is something about the games, activities, and social affairs that were every bit as much a part of the school as the textbooks and teachers. For this kind of information we have to turn to the memories of the older people in the county. Luckily, they can recall these kinds of events long after forgetting the names of their textbooks.

School children in the Nineteenth Century walked to school. In fact the ability to walk to school was practically the sole criterion as to the appropriate time for a child to begin school. Teacher record books that exist offer eloquent testimony to this by such entries beside a young child's name as: "quit, too far to walk." One gets the image of little legs too short and weak to negotiate the furrowed roads while carrying the books and lunch pail.

The children arrived just before school started carrying their lard buckets which had been converted to lunch pails by punching a few nail holes in the lid. The fare thus toted was far from sumptious and more often than not contained a variety of some kind of meat surrounded in a shell of the always present grease. The lucky child chased this with a piece of fruit or a cookie.

The school houses did not have playgrounds, but the kids always kept busy. A rubber ball provided nearly endless possibilities such as town ball or ante-over. The pocket knife (a Pal or Barlow, of course), was as versatile and always gave its owner certain rights to start a game of mumbly-peg, stretch, or plain whittling. Games of tag, with all of the varieties that children can conjure up like stoop tag, base tag, bling tag, etc., were also popular for both boys and girls. Acorns, hickory nuts, buckeyes, walnuts, crab apples and their like were created for small scale wars, and that fact was seldom missed by a child. And for a last resort there were the invariable oak trees under which one could relax and talk, tell stories, gossip, or spin yarns. Getting the child to study might be a problem, but getting him to play never was.

The school day began with the ringing of a bell (the affluent districts had belfries, the less wealthy a hand

bell), or the teachers yoo-hoo. The children filed into the room, hung their wraps on the hooks, placed their lunch pails on the shelf, and filed to their shared desks. By this time some of the larger boys had already filled the water bucket from the creek or cistern and had a fire in the stove going if the weather required.

The day generally began with penmanship which was practiced by copying the sentences or paragraphs placed upon the blackboard by the teacher. Younger children got shorter verses, older children longer verses, everyone got the exhortation to morality or hard work contained within the verse. Then recitation began for the lower grades and worked toward the upper grades in the back of the room. One by one the grades moved to the recitation bench before the teacher's desk. As the group recited, the remainder of the school studied quietly. At least that what the scenario called for!

At noon time the lunches were quickly eaten and the children returned to their games. After lunch the afternoon session started and the young ones tried to stay awake out of their recent habit of nap taking while the older ones also tried to stay awake out of sheer bad habit. School ended at four o'clock, and the children walked home with the thought of the chores that awaited them, for their work day was not over yet.

Sometimes the school sponsored special occasions that were the social highlight of the entire community. A pie supper or box social night came during the autumn, the predictable Christmas program with its singing would be looked forward to by all, a spelling match or two was common fare during the year, and with late Spring came the final exercises. These final exercises would typically have every child "saying their piece" to the pride of their assembled parents. Who could fail to thrill at a well-rehearsed rendition of "The Village Blacksmith" or "Old Ironsides"?

C. Educating the Negro in Jackson County

Illinois entered the Union as a free state since this was one of the conditions of the Northwest Ordinance of 1787. But there was always sentiment in favor of slavery right up until the Civil War and Jackson County had its share of slavery advocates from its inception. Early residents of the

county would even lease slaves in Missouri and use them in Illinois. This arrangement was apparently legal. Needless to say, with this kind of sympathy to slavery there were not any Negroes attracted to the county until after emancipation.

When Negroes did settle in the county they settled at Grand Tower, Murphysboro, and Carbondale. Later, with the opening of coal mines, they could also be found in small communities like Elkville, Hallidayboro, and DeSoto. With the eventual closing of the mines and the employment problems of the 1930s, many of the Negro families moved on leaving only Carbondale and Murphysboro with Negro populations.

The Illinois Common School Law of 1855 was very clear--Negroes were to be educated. In Grand Tower the Negro children attended a school kept in a former wooden frame house. When the school directors of Grand Tower built a new school for the white children, the Negro children were given the old. This they attended until the Negro population had left Grand Tower.

In Murphysboro a "colored" school was established sometime before 1885. It occupied a small home before moving to another home located on the current site of the Shiloh Baptist Church near Old Route 13 and Route 127 south. After yet another move to a frame structure, a permanent school was built in 1897 and named Douglass for Frederick Douglass. The first principal, Mr. Alexander, taught with two other teachers. All twelve grades were taught in the school. In 1900 the enrollment was 74 students. That same year, ten graduated from the high school. In the 1920s the State ruled that the facilities at Douglass were inadequate to offer secondary instruction. Faced with the choice of building a new high school for the blacks or integrating Murphysboro Township High School, the citizens went with integration. In 1935 Mr. Carl Lee was made principal of the Douglass Elementary School where he remained for some thirty-one years. The highest enrollment was 136 pupils in the 1950s taught by six teachers. In 1966 the Douglass School was closed and now serves as a storage facility for the unit district.

The Negro children of Carbondale also began their schooling in a former frame home located in the Northeast quarter of the city. Barton's Free Press reported that in 1883

there were 121 children in the colored school taught by Mr. Alexander Lane and his assistant Adaline Toney. Seventy-nine of these children were in the primary grades and forty-two in the upper grades.[10] A town census, taken in 1882 had shown Carbondale to have a population of 2193, 1672 of whom were Caucasian and 521 were Negro. There is fragmentary evidence that the first school for blacks in Carbondale was opened through efforts of the Freedman's Bureau.

The Negro children of Carbondale did not have a permanent school facility until the early 1900's when the district gave the East Side School for use as a grade one to twelve school for blacks and renamed it Attucks. This facility became a vocational center after integration in the 1950s until being torn down in 1975.

As Negro families moved into Elkville some of their children just attended existing schools. This apparently continued until the number of Negro children was sufficient to justify the building of a separate school in 1897. Continued growth caused the building to be re-built into a two-room school which operated until 1932. Bella Claybrook was one of the early teachers.

In Hallidayboro, Reuben Reed donated land for the construction of a school for Negro children in 1873. The Reed "colored" School operated until the phasing out of the mining operations and the building burned in 1945.

As Negroes moved into the DeSoto area they first attended Milhouse School and observed the segregation formalities by sitting on one side of the aisle while the whites sat on the other. This practice continued until a separate school, named Ward, was built. This school operated until the depression caused most of the Negroes to leave the area.

L.H. Redd, the County Superintendent from 1873-1877 reported to the State Superintendent in 1874:

> The colored children in this county are taught in separate schools. We have five schools in the county, two of them are graded. There are seven teachers employed in these schools, five of them are very good teachers and will compare favorably

in capacity with the teachers in most of the white schools. Mixed schools are repugnant to the feelings of nearly all our people, yet nine-tenths of the people are in favor of educating the colored children, but would not submit to mixed schools without much confusion and ill feeling. Hence I have advised our directors, whenever it is possible, to provide separate schools for their education, and thus avoid trouble which would be sure to follow an effort to mix the white and colored children in one house.[11]

D. The Teachers

The teachers of the schools in Jackson County were often farmers who used the winter months to earn a little "cash" money." Before the creation of the State Normals at Bloomington in 1858 and Carbondale in 1869, all were untrained. As a gesture to those advocates of the science of pedagogy, the state law did require all teachers to attend annual teacher institutes sponsored by county superintendents. Hence, over a period of four to ten days, a heavily bombastic crash course was given in the mysteries of school-keeping. Jackson County was luckier in this regard than most of her sister counties in not only having a series of rather conscientious county superintendents but in also having the Normal School handy under the able leadership of President Robert Allyn. Allyn was a nationally recognized public school crusader and an active participant in county teacher institutes. In speaking of the influence of the normal school the Jackson County Superintendent had written in his state report of 1888:

> It would not be prudent in making this request to fail mentioning the long needed help the schools of this county are receiving from the excellent training given to the teachers and those contemplating the teacher's work in the Southern Illinois Normal University, at Carbondale. I can say without hesitancy that students who have attended the Normal University and who were careful and studious while there, make excellent instructors. Let us have more of them.[12]

The author has yet to uncover an actual program for a

county institute held before 1900 in Jackson County, but an excerpt from one held in Pope County in 1895 should be instructive. The institute in this case ran for five days but only one day is selected by way of an example:

Tuesday

8:30	Roll Call
8:35	Opening Exercises. . .James Kirk Reading 1 hour 25 minutes
8:50	(a) Ortheopy-How Secure Correct Pronunciation?. . .O.J. Rude
9:00	(b) Expression-How Secure Good Expression?. . .Maria Murphy and Bessie McCoy
9:20	Discussion
9:40	Educational Value of Good Reading. . . James Kirk
10:00	Discussion
10:15	Recess
10:30	(a) Should Physiology or Hygiene be Taught in our Schools before the Textbook is Placed in the Hands of the Pupil? If so why?. . . D.N. Maynor and D.R. Rose
10:50	How Impress [sic] Pupils with the Need of Taking Care of the Organs of Sense. . .Lillian Herring and Lou Jackson.
11:10	Discussion
11:30	Noon
1:00	Roll Call Responded to With Quotations
1:00	Song
1:15	The Office of the Participle. . . John Hodge
1:30	The Office of the Infinitive. . . John Randolph
1:45	The Use of Auxilliaries. . . Charles Brown
2:15	Recess
2:30	(a) The Constitution of the U.S. as a Compromise. . .Geo. Crawford and E.S. Barger
2:50	Knowledge of U.S. History Essential for Good Citizenship. . .J.N. Maynor
3:20	How Teach [sic] Patriotism to Primary Pupils?. . .Ollie Kimball and Nellie Giffin
3:40	Discussion

With the availability of normal school training the state directed the county superintendents to issue two classes of teaching certificates. The first class certificate was given to those who scored highest on county-wide examinations monitored by the county superintendent or who had graduated from the normal schools. Those not doing as well on the test received second class certificates. A reading of the State School Laws of 1872 reveals that the difference between the two is relatively minor: (1) the first grade was good for two years, the second grade for one, and (2) the holder of the first grade certificate was entitled to teach some of the higher branches, i.e. natural science, physiology and health. It was generally supposed that the districts would strive to hire only first grade certificate holders and to pay them more. Such a supposition is not supported by actual evidence of practice.

Generalizations about the length of service among teachers is somewhat tenuous, but an examination of available documents in Jackson County would seem to make the following inferences tenable:

(1) Teacher turn-over was rapid. Some districts would have a new teacher every year.

(2) The number of men who taught for more than three or four years was small.

(3) Those who did generally gravitated toward the towns and became principals.

(4) There is in general, a gravitation of all teachers from the lower paying rural schools to the higher paying districts, which often meant the town schools.

One item of interest should probably be added at this point. High turn-over rates were not only the result of tyrannical school trustees, low pay, and unruly children. Women, who were entering the would-be profession in greater numbers,--there were five in 1850 in the county and 238 by 1924--were generally regarded as good matrimonial material and a good many farmers of substance wanted to grace their households with such women of culture and refinement. And since most districts were disinclined to hire married women,

thus the turn-over rate.

E. School Buildings

School buildings during the period 1855-1890 were generally ill-equipped, poorly lit and ventilated, and always ineffectively heated. Although the use of abandoned pole cabins or other log structures was rejected after the Civil War, the new frame school houses were a far cry from those of today. Timber for a new building was often donated by one of the school's patrons. Volunteer labor cut the timber and then "connections" were sought so that the logs would be cut into lumber by the nearest sawmill for free or at reduced rates. Then the lumber was hauled to the site for raising by the volunteers. The sites are probably worthy of further mention.

Most of the sites for schools were simply loaned to the school trustees by one of the patrons. This philanthropy was generally rewarded by naming the school for the doner. Thus, in Jackson County such school names as Barrow, Bower, Brush, Buckles, Burroughs, Crain, Edwards, and others. Equally popular was to name the school after the nearest geographic feature as was the case with Big Hill, Big Lake, Bottom, Bridge, Brush Creek, Cox Prairie, Creek Paum, Ellis Ridge, Elm Grove, and others. Also popular was to name the school after nearby churches as was the case with Antioch, Jerusalem, Macedonia, Mt. Joy, Mt. Tabar, Pate, Sharon, and Zion. The award for the least imaginative names goes to East Side School in Carbondale, Elkville Colored School, Lincoln in Carbondale, Old Vergennes, Number Five (named for the coal mine), and Washington in Murphysboro. The most appealing names, at least to the author, were Brierscratch, Butterbush, Lick Skillet, Meatrind, Logan Hollow (only if pronounced Holler as those of us in Jackson County call it), New Era, and Swamp Hollow.

The schools of this era were outfitted with one wall painted black, a switch or two, a water bucket, a dictionary, perhaps a map, and one wood or coal burning stove specially designed for frying the younger children who sat close and freezing the eighth grade boys who sat out of its range. The really "progressive" and "wealthy" districts within the county added a bell, a small library of perhaps a dozen or two volumes, and a his and her privy although this was rare.

F. Special Schools

A number of "special schools" were popular during the latter half of the Nineteenth Century, and Jackson County was to have several kinds of these.

The old newspapers abound with advertisements of "select schools" held in the county between 1870 and 1900. These schools often operated when the common schools were not in session and provided opportunities for teachers to earn a little spare cash and for pupils to either catch up or get ahead. Sometimes drawing was featured as a part of the select school curriculum and this apparently attracted some customers. As to why these were "select" is a good question since the advertisements suggest that anyone with the required tuition was eligible.

Kindergartens were not a part of the district schools in the Nineteenth Century and these were sometimes offered in the cities as "special schools."

Yet a third type of "special school" was the writing school. Penmanship was considered a sign of the well-educated as well as a highly desirable social grace. The girl who wrote with "a good hand " was considered most marriageable. Good penmanship appealed to people not unlike the advertisements of the Twentieth Century which made the person who could play the piano "the life of the party."

Before the introduction of the Palmer Method system in the 1890s, the schools taught several methods of writing, and those with the greatest flourishes were often the greatest in demand. Traveling writing teachers moved from school to school to offer evening or summer sessions in writing. Barden's Free Press of Carbondale carried the news story in 1884 that a Mr. T.W. Secrest held a writing school at the Meisenheimer School where R.L. Snider received the prize for the greatest improvement. The school then moved on to the Keown School, and the Brown School.[13]

Another type of "select school" would be the singing school where an itinerant teacher would move about teaching the principles of melody and harmony and conclude the instruction with a public songfest. Although the author has no direct evidence of such a school in Jackson County, the

notion has proven too intriguing to avoid at least mentioning.

V. The Modern Period of Education, 1900-Present

The greatest single influence for change in education after the Nineteenth Century was to be the state. Previously the State had been content to let the local districts manage their own affairs with a minimum amount of interference. This was to change as new findings and theories of pedagogy, ideas about hygiene and sanitation, and changing concepts of school house construction came into acceptance and were translated into law. This movement was tempered by the concern for scientific management that brought standardization, formal reporting, and financial acounting to the schools. All of these forces were to effect the schools in Jackson County.

In 1900 there were 102 school districts in the county with 127 school houses. Seven of the schools in the county were listed as private or parochial and the rest were public. Twenty-five schools boasted of having a library. Such boasting would have been quiet though as only $35.05 was spent for library books in the entire county. Men, who had dominated the teaching profession in the Nineteenth Century, no longer did so. The county reported 110 women teaching in 1900 with 75 men.[1]

In 1900, 8,132 children attended school with regularity in the county out of 16,079 who were listed as between the ages of five and twenty-one. The school year was still a six-month term and the pay for teachers, although inching up, was but $43.40 for men and $36.19 for women. There was still no separate high school in 1900.[2]

The cities were showing growth at the expense of their surrounding farm areas and this trend would continue throughout the new century. The major exception to this rule were the towns that sprang to life with the discovery of new coal. Their death, however, tended to be as swift as their birth and they often left behind school houses as the only public buildings that they had had time to construct. Dowell, DeSoto, and Hallidayboro are just three examples.

By 1900 Jackson County had a population of 33,871 (as compared with its 1870 population of 19,634), divided among its sixteen townships as follows:

Elk	1562
Vergennes	1377
Ora	1310
Bradley	2633
Degognia	1004
Kinkaid	941
Levan	1232
Somerset	2081
DeSoto	1589
Carbondale	4464
Murphysboro	8314
Sand Ridge	894
Fountain Bluff	758
Grand Tower	1490
Pomona	1889
Makanda	2333

The comparison of 1870 and 1900 population statistics reveals steady growth which was reflected in the creation of new schools. By 1940, however, there are population declines from 1900 to 1940 in the townships of Vergennes (-28%), Ora (-47%), Bradley (-23%), Degognia (-46%), Kinkaid (-24%), Levan (-48%), Somerset (-21%), DeSoto (-15%), Fountain Bluff (-8%), Pomona (-34%), and Makanda (-35%). This despite an overall increase of 12% county-wide.

Several factors were at work from 1900 to 1940 that caused these statistical changes: (1) the national trend of rural peoples moving into the cities, (2) the large scale phasing out of mining operations throughout the county, (3) the slow growth of the Murphysboro area following the tornado of 1925. Such factors definitely had an impact on the country schools. Enrollments were dropping and the very survival of many of these schools was in jeopardy. Again, we can refer to the Douglass School as an example. In 1906 the school had an enrollment of forty-one. In 1922 there were eleven children. In 1927 the school had eight students: three Korandos, two Wilsons, and one Carruthers. The school was gone by 1943.

The steady growth in the cities caused the citizenry to dream of modern two-story brick edifices with the latest apparatus for instruction. These dreams were translated into

reality largely before 1925.

Carbondale built a large stone school on Main Street about 1914 and named it for the town's principal developer, Daniel Harmon Brush. This allowed the district to turn the older East Side School over to the Negro children.

In 1907 Murphysboro built Washington School to help ease the overflow from Logan School which was housed in rented facilities. In 1901 a Township High School was organized in Murphysboro and building began in the Clarke and Logan addition of the city. Its completion that year allowed Murphysboro to claim the distinction of having the first township high school in Southern Illinois.

In 1910 Murphysboro built the Longfellow School. In 1917 the Lincoln School was built. This proud record of school construction was short lived, however. The infamous tornado of 1925 saw to tnat.

On March 18, 1925 a large tornado swept through Murphysboro killing and destroying all in its path. The tornado completely destroyed the central building of the high school, demolished the Logan School killing five children, blew the attic portion off of the Washington School, and caused minor damage at both the Douglass and Lincoln Schools. The biggest tragedy of the storm was at Longfellow School where the bodies of eleven children mixed with the rubble of the former school. The tornado was a complete rout to the city. The population at the time was about 13,000; it quickly dropped under 5,000 and has yet to regain its population of 1925. Thanks to insurance money, state assistance, and local initiative, the schools that were destroyed were all rebuilt.

In 1901 the state passed several laws that concerned the schools. One of the bills required that counties number their school districts consecutively. Prior to the passage of this law the districts were numbered by townships. This act certainly aids the work of the historian if not the people of the time in which it was passed. The districts in Jackson County were re-numbered beginning with Elk Township, moving across from east to west on the top tier of townships (all numbered 7 south) and then west to east through the 8 south townships and so forth until ending up in the vicinity of Grand Tower. With such a numbering scheme, Schmitt School in Elk Township became District

Number One and East School, near Grand Tower, was numbered 155. That same year, women were given the right to vote in school elections.

Alfred Bayliss, the State Superintendent of Public Instruction from 1899 to 1907, and his successor Francis G. Blair, who served until 1934, initiated changes that were to greatly affect the schools of Jackson County. Bayliss began by doing much to promote standards for school construction and design. He became so intrigued with standardization that his circular of 1901 suggests that the ideal school house should be a square of 775 square feet with thirteen foot high ceilings and windows (comprising one-sixth of floor area), that were 3 minutes and eight seconds above the floor.[3] By Blair's time these ideas had been fully developed and schools were to strive to receive the "Standard School" award that could be nailed above their entrance. By 1917 the requirements for a one-room standard school included a his and hers cloakroom; two good pictures; the prescribed state curriculum; a suspended globe; and a teacher that was a graduate of a four year high school. Superintendent Blair was a thoroughly practical man as well as a "standards" man, however. Realizing he was writing in the midst of the first world war he counseled that: "At the present time, it would be well not to buy maps of Europe and Asia."[4] Jackson County reported with some pride that of its eighty-five one room school houses in 1917, fifty met the minimum standards.

A. County Schools

The great majority of the schools in Jackson County were still one-room rural schools in 1900. Although records from these schools are rare, from those that do exist a story can be pieced together. The most complete set of records are those of the Douglas School which was located near Campbell Hill.[5]

In the school year 1906-7 the Douglas School housed forty-one students from sixteen families. Six of these children were in the first grade, two in the second, ten in the third, fifteen in the fifth, and eight in the seventh. The two students in the second grade disrupt the more normal pattern of teaching the odd numbered grades one year and the even numbered ones the next. The schedule for that year was as follows:

Schedule

9:00	Morning exercises
9:15	7th yr. reading
9:30	5th yr. reading
9:45	3rd yr. reading
10:00	2nd yr. reading
10:10	1st yr. reading
10:20	B History
10:30	Recess
10:45	A History
11:00	3rd yr. arithmetic
11:20	B arithmetic
11:40	A arithmetic
12:00	Noon
1:05	1st reader
1:15	2nd reader
1:25	Primary numbers
1:35	Language
1:50	B grammar
2:05	A grammar
2:20	Physiology
2:30	Recess
2:45	1st reader
2:50	2nd reader
3:00	B geography
3:20	A geography
3:40	C spelling
3:45	B spelling
3:50	A spelling
3:55	Roll Call
4:00	Dismissal

The students at Douglas used such textbooks as Baldwin's Readers (suppledmented by Parker's Penny Lea lets), Harvey's Grammar, White's Computation, Hall's Arithmetic, McMaster's History, Overton's Physiology, and a music book by Moore. By 1918 the only recorded changes in textbooks were the addition of Butler's Geography and Cavin's Orthography. The school library grew to sixty-eight volumes and included such titles as Aesop's Fables, Black Beauty, The Last of the Mohicans along with titles lesser known in current times like Grandfather's Chair, Phanton's Rickshaw, and Persimmons.

The school house had been built in 1875 by B.B. Bordon at a cost of $366.00. But this just represented the house itself and before the term began one wood stove at $18.25 was added, seats were purchased at a cost of $45.00 and "put down" for an additional cost of $6.00. This meant that the total cost ran to $425.40. The money to build the school was borrowed from George W. Walters and was still being paid for in 1898 when the following entry was made in the Trustee's Books:

> By a ordor of the bord of directors drawd fifty dollars out of treasure to pay intrust on bored money of G.W. Walters.
>
> Andrew Smith

An analysis of the expenses of the Douglas School indicates the kind of costs necessary to run any one-room rural school. Insurance cost the school directors $1.90 in 1899. Horace Carruthers was paid $16.77 for coal that same year while Henry Williams got $38.00 a month for teaching. Total costs for operating the district for school year 1899-1900 were $268.18 while receipts of $57.19 from the county, $163.61 from local taxes, and $28.29 in state funds equaled $326.72 (when the cash balance of $77.63 from 1898 is added in), leaving a balance of $58.54. A complete inventory of the school property done in 1929 showed a good well, a coal house, two outhouses, eight windows, eighteen desks, one recitation bench, four pictures on the wall, one broom, one coal hod, one chart, and one thermometer. But lest we accuse the district of conspicuous luxury let us also show that they reported no walk, no dustpan, no water fountain, no wastebasket, no window shades, no foot scraper, and no rulers.

Records from the Buckles School indicate many similiarities with Douglas with the exception that this school was larger in population, closer to the city (Carbondale), and close enough to the normal school to be used as a rural practice school. This latter program was begun by W.O. Brown in 1918.

But even with a larger population the district experienced the standard problem of active involvement. In the election for school director in 1912 J.O. Parkinson swamped his opposition with ten votes out of seventeen cast.6

In 1916 the district voters approved plans to issue $1500. worth of bonds for the building of a two-room school house by a vote of twenty to two. The contract for the new school was let to C.E. Butcher for $1350.00 and the old school house sold to him for $30.00. An analysis of earlier financial records of the Buckles schools turns up the following typical expenses:

Date	Item	Cost
October 12, 1901	Four tons of coal	$8.00
August 9, 1902	Mowing schoolyard	$1.00
September 3, 1902	Cleaning Schoolhouse	$2.25
August 27, 1910	Pipe and pump	$9.65
September 13, 1913	1 school register	$1.65
September 11, 1915	Broom and soap	$ .70
November 17, 1915	1 globe	$3.75
January 13, 1916	Heater	$89.90

B. Teaching

Teaching after 1900 also began to reflect some of the demands of the new century. Pay levels for teachers remained low and were not increasing as fast as they should have. Average pay for men teachers in the county was $43.00 a month in 1880, $43.40 in 1900, and $45.14 in 1905. The women fared only slightly better, at least in terms of percentage increases, and went from an average of $32.34 in 1880 to $40.13 in 1905. The reason, was the availability of normal schools after 1890 in the state and the growing enrollment of women in these schools which earned them higher grade certificates and more pay. Still, pay was too low and there was a growing shortage of qualified teachers.

In 1905 the State of Illinois responded to this shortage by passing the Lindley Bill which granted free tuition to students attending the state's normal schools in exchange for the promise of teaching in the state a minimum of two years. This opportunity for a low cost education not only helped to alleviate the teacher shortage, it had a great impact on increasing the general educational level of the state since many taught for only a short time and then moved on to other careers.

The normal school provided a two-year program for elementary teachers and a four-year program for high school teachers. An analysis of the training of the teachers in Jackson County for school year 1925-6 reveals the following:

	Number	%
No training	117	50
Less than 18 wks. of training	35	15
18 wks. or more of training	21	9
36 wks. or more of training	18	8
Graduate of normal school	43	18
	234	100%[7]

The point is, that one-half of the teachers had at least some training. This was a step in the right direction. Further analysis reveals, however, that thirty-five of the forty-three teachers (81%), who had graduated from normal school were teaching in Carbondale and Murphysboro. The country schools were still not getting trained teachers.

C. Parochial Schools

Although Jackson County had attracted German and Dutch settlers early in its history, there was no move to organize parochial schools until after the Civil War.

St. Andrew's Catholic Church was organized in Murphysboro in 1869 and three years later opened a grade school under the direction of Father Herman Jungmann. The school met on the second floor of the parsonage until a separate facility was built in 1875 to house over seventy children. In 1885 teaching sisters from the order of the Sisters of the Most Precious Blood came from Ruma, Illinois to conduct the school.

In 1893 the frame school house was too small for the 153 pupils of St. Andrew's School and a brick building was constructed on the same site in 1893. This building was added on to in 1904 as there was now an enrollment of 300. The peak enrollment for St. Andrews was 379 in 1916. Enrollment declined following this due to the tornado of 1925, a declining birth rate, and the inability of the teaching order to provide enough teachers.

In 1967 a new $600,000 school was built. In 1975 only one teaching nun remains with lay teachers to instruct the 116 children at St. Andrews.

Lutheran schools were begun in the county at Campbell Hill in 1892, Jacob in 1896, and Murphysboro in 1897. Limited data concerning the St. Peter's School at Campbell Hill and the Christ School at Jacob show enrollment at St. Peter's to have been forty in 1930, forty-one in 1941, and twenty-nine in 1961. The Christ Church School at Jacob had ninety-five students in 1930. In 1958 a three-classroom school was built at Jacob and a gymnasium was added in 1968. In 1961 the enrollment at Jacob was sixty-six.

Immanuel Lutheran School in Murphysboro had been a small enterprise from its inception and never required a separate school building until 1964 when a school addition of three classrooms and an office were added to the Parrish Hall. State recognition was given to the school in 1969 and enrollment grew to sixty-five students by 1973. German had been the official language of the parrish until 1918. [8]

D. High Schools

In 1883 the citizens of Murphysboro organized a two-year high school course. Students for this program met at the City Hall until the building of the Murphysboro Township High School in 1901. This was the first separate facility in the county.

Elkville organized a two-year high school in 1918 with students simply remaining at the elementary school for the program. In 1920 this program was extended to three years and when the high school building was completed in March of 1922 a four-year program was instituted. In 1924 students from the two-year high school program at Dowell were allowed to attend Elkville for their last two years. The high school at Elkville continued until 1962 when the low enrollment of 115 made consolidation look promising. A new unit district that combined Elkville, Vergennes, Dowell, and Oraville into the "Elverado" district was formed.

In Carbondale a high school district was formed in 1920. In 1923 a separate building was constructed.

Other high school programs were formed in the 1920s at

Ava, Campbell Hill, and Grand Tower. All of these were to build separate facilities at a later time.

The villages in the county gave their students what they could offer beyond the eighth grade and then sent them off to the towns for high school, if indeed, high school was their goal. The vocational programs that resulted from the passage of the federal Smith-Hughes Act in 1917 were not as large an incentive as one might think. Most farmers still failed to see the logic of sending their sons to high schools to learn farming or their daughters to learn homemaking. The lack of industry in Jackson County, outside of agriculture and mining, made most vocational studies appear rather feeble in their objectives. For the student interested in academic education, the normal school continued to take students directly from the eighth grade into the 1920s. These factors made the high schools develop very slowly, especially into the 1930s.

E. Consolidation

By the late 1940s, the State of Illinois was determined to do something about lowering the number of its school districts. It had over 10,000 districts and the majority were one room, one school districts.

The determination to do something about it was based on the realization that most of these districts were experiencing problems, problems that came from: poor facilities, inadequately trained teachers, underdeveloped curricula and curricular materials, local indifference, resistance to new ideas, poor management, and inefficient operation. The time to assault these districts seemed to be ripe--Governor Stephenson favored it, the professional educators supported it, and natural incumbrances to consolidation, like poor roads and lack of mass transportation vehicles, no longer existed.

At first the legislature tried to appeal to the districts by providing financial incentives. This approach resulted in disappointing returns. The most effective approach was to simply legislate small districts out of business. This was done in 1953 when the State established minimum requirements for state aid and demanding an enrollment of fifteen students. The result was devastating. Those rural districts

who had resisted all efforts at consolidation were now crushed by the reality that there would be no state monies.

The life and death of towns and villages in the United States is a fascinating saga in our history. Most every little community was born with a dream, fostered the hope of being the next Cincinnati or Kansas City before dying the slow, agonizing death that so many of them have. The first stage in the process of deterioration were the drops in population followed ineviatably by the loss of the post office as the symbol of business and government and the school as the symbol of youthful vigor and local culture.

By 1975 the State of Illinois had just over 1,000 districts. Jackson County, once again, reflects the overall pattern. It served the children with over 100 districts in the 1920s and now does so with but ten.

NOTES

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[16]Husband, p. 13. [Boone] sometimes spelled Boon was one of the original settlers. He later gained fame as a captain of the Illinois Rangers during the War of 1812.

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[3]Jackson County, Illinois, Deed Records.

[4]Edmund Newsome, "Historical Sketches of Jackson County, Illinois" (Carbondale, 1894), p. 218.

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[6]New Era (Carbondale, Illinois), April 11, 1867, p. 2.

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Bibliographic Essay

Anyone doing history about Southern Illinois should probably begin by acknowledging the work of two men who worked at Southern Illinois University. The first, George W. Smith, was a professor of history whose scholarly interests and writings have firmly established him as the "historian of Southern Illinois." The second man, John Allen, came to S.I.U. in the 1930s, began to collect stories and curiosities about the region, and lived to see his Legends and Lore of Southern Illinois and his It Happened in Southern Illinois (both published by Southern Illinois University's Area Service Division in 1963 and 1968 respectively), receive acclaim. Although Allen is not quoted in this manuscript, his influence was great nonetheless. If Smith was the historian, then Allen must be recognized as the great story teller, Allen's papers are in the Archives of Southern Illinois University.

The bibliographic material on Illinois is great. The 1918 Centennial of Illinois statehood gave impetus to the project directed by Professor C.W. Alford that resulted in a thorough re-tracing of the state's past and of its existing records. John Williston Cook's Educational History of Illinois is of special value when looking at the history of schools.

State records on education, although poorly organized, can be found at the State Archives at Springfield. The reports sent by county school superintendents can also be found there along with School Codes, circulars, certification records, school statistics, and a growing body of records concerning lunch programs and bussing.

The records of Jackson County are spotty. The Brownsville fire of 1843, several housecleanings at the courthouse, and poor care have resulted in a large portion of materials being lost, discarded, or in an unusable condition. The Jackson County Historical Society deserves recognition for its efforts at both collecting new materials and re-printing older existing histories.

A great deal of the material in this manuscript is based on original research using a variety of source materials and the energies of students, most of whom I've tried to credit in the preface. Maps have proven a useful research guide and atlases produced in 1876 and 1907 have been feverishly consulted along with more modern U.S. Geological Survey maps. Old newspapers, school records, teacher registers, personal interviews, census records, and land sale records have been gleaned for relevant information.